

**THE EFFECTIVENESS OF USING SENSORY IMAGE STRATEGY
TOWARDS STUDENTS' READING COMPREHENSION
IN REPORT TEXT AT THE SECOND SEMESTER
OF EIGHTH GRADE AT MTS MA'ARIF
SUKOHARJO PRINGSEWU
IN THE ACADEMIC YEAR OF 2017/2018**



A Thesis

Submitted as a Partial Fulfillment of
the Requirements for S-1 Degree

By

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NPM. 1311040132**

Study Program : English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
RADEN INTAN LAMPUNG
2018**

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RADEN INTAN LAMPUNG
2018**



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STRATEGY TOWARDS STUDENTS' READING
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SECOND SEMESTER OF THE EIGHTH GRADE AT
MTS MA'ARIF SUKOHARJO PRINGSEWU IN THE
ACADEMIC YEAR OF 2017/2018**

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A thesis entitled: **"THE EFFECTIVENESS OF USING SENSORY IMAGES STRATEGY TOWARDS STUDENTS' READING COMPREHENSION IN REPORT TEXT AT THE SECOND SEMESTER OF THE EIGHTH GRADE AT MTS MA'ARIF SUKOHARJO PRINGSEWU IN THE ACADEMIC YEAR OF 2017/2018"**, by: **LUTHFI RAHMAWATI**, NPM: 1311040132, Study Program: English Education, was tested and defended in the Examination session held on: **Tuesday, November 6th, 2018.**

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ABSTRACT

THE EFFECTIVENESS OF USING SENSORY IMAGES STRATEGY TOWARDS STUDENTS' READING COMPREHENSION IN REPORT TEXT AT THE SECOND SEMESTER OF EIGHTH GRADE AT MTS MA'ARIF SUKOHARJO PRINGSEWU IN THE ACADEMIC YEAR OF 2017/2018

By:

Luthfi Rahmawati

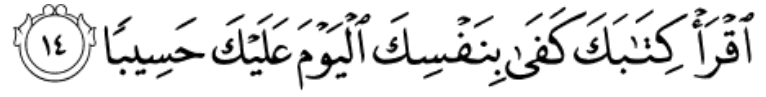
Reading is one of language skills that should be mastered by the students. In reading the next, readers can find the knowledge and get information from printed text. The students' reading comprehension of MTs Ma'arif Sukoharjo is still low especially in reading report text. The objective of this research is to know whether there is an effectiveness of using sensory images strategy towards students' reading comprehension on report text at the second semester of the eight grade of MTs Ma'arif Sukoharjo Pringsewu in the academic year of 2017/2018.

The methodology of this research was quasi experimental design with the treatment held in three meetings, 2 x 40 minutes for each. The population of this research was the eighth grade students of MTs Ma'arif Sukoharjo Pringsewu. The total sample in this research was 40 students' that were taken from two classes, VIII B and VIII A. In collecting the data, the researcher used instruments, pre-test and post-test. The instrument of this research was vocabulary test. After giving the post-test, the researcher analyzed the data by using SPSS to compute independent sample t-test.

After the researcher analyzed the data by using independent sample t-test, it was found that the result of Sig. (2-tailed) of the equal variance was $0.000 < \alpha = 0.05$. It means that H_0 is rejected and H_a is accepted. Based on the computation, it can be concluded that there was effectiveness of using sensory images strategy towards students' reading comprehension on report text at the second semester of the eight grade of MTs Ma'arif Sukoharjo Pringsewu in the academic year of 2017/2018.

Key Word : *experimental design, reading comprehension, report text, sensory image strategy*

MOTTO



Meaning : “(It will be said to him:) “Read thine (own) record: Sufficient is thy soul
this day to make out an account against thee.”¹

(Q.S Al- Isra’: 14)

¹Abdullah Yusuf Ali, *The Holy Qur'an, Text and Translation*, (New Delhi: Millat Book Center, 2006), p.95

DECLARATION

Hereby, I state this thesis entitled “The Effectiveness of Using Sensory Image Strategy Towards Students’ Reading Comprehension in Report Text of the Second Semester of Eighth Grade of MTs Ma’arif Sukoharjo Pringsewu in the Academic Year of 2017/2018 ” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung, June 26th 2018
Declared by,

Luthfi Rahmawati
NPM. 1311040132

DEDICATION

This thesis is dedicated to:

1. My beloved husband Johar Arifin, my beloved parents, Mr. Sismoyo, A.Ma and Mrs. Satiyem, A.Ma.Pd who support, motivate, and always love me and keep on praying for my life and success.
2. My beloved brother Wahyu Hidayat, S.Kom and my beloved sister Eka Wahyuningsih, S.Pd.I who have motivated and guided me to finish my study well.
3. My beloved Almamater, UIN Raden Intan Lampung

CURRICULUM VITAE

The researcher's name is Luthfi Rahmawati. She was born in Bandungbaru on February 07th, 1995. She is the third child of Mr. Sismoyo and Mrs. Satiyem. She has brother whose name is Wahyu Hidayat and her sister is Eka Wahyuningsih.

She began her study at TK Islam Bandungbaru before continuing her study at elementary school of SD Negeri 3 Bandungbaru in 2001 and graduated in 2006. Then, she continued at Junior High School of SMP Negeri 2 Sukoharjo in 2006. After she graduated from Junior High School in 2009, she continued her study at Senior High School at SMA Negeri 1 Sukoharjo in 2009 and graduated in 2013. After that she continued her study in State Islamic University Raden Intan Lampung (UIN) as a student of English Study Program of Tarbiyah and Teacher Training Faculty.

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First of all, praise be to Allah, the Almighty God, the Most Merciful and the Most Beneficent for His blessing and mercy given to the reseacher during her study and in completing this graduating paper successfully. Then, peace and salutation always be with Prophet Muhammad SAW who has guided us from the darkness to the lightness.

This thesis entitled “The Effectiveness of Using Sensory Images Strategy Towards Students’ Reading Comprehension in Report Text of the Second Semester of Eighth Grade of Mts Ma’arif Sukoharjo Pringsewu in the Academic Year of 2017/2018.” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung.

Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

1. Prof.Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung with all staff, who give the researcher opportunity to study until the end of this thesis composition.
2. Meisuri, M.Pd, the chairperson of English Education Study Program of UIN Raden Intan Lampung.

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4. Nunun Indrasari, M.Pd, the great Co-advisor, who has always patiently guidance and spent countless time that has given to the researcher to finish this thesis.
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7. The researcher's beloved friend especially PBI C, and her big family of boarding house.

Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still many weaknesses in this thesis. Therefore, the researcher expects that the thesis is useful for the researcher particularly and the readers generally, especially for those who are involved in English teaching profession.

Bandar Lampung, June 26th, 2018

The Researcher,

Luthfi Rahmawati

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TABLE OF CONTENTS

	Page
COVER	i
ABSTRACT	ii
APPROVAL	iii
ADMISSION	iv
MOTTO	v
DECLARATION	vi
DEDICATION	vii
CURRICULUM VITAE	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS	xii
LIST OF TABLES	xvi
LIST OF APPENDICES	xvii

CHAPTER I

INTRODUCTION

A. Background of the Problem	1
B. Identification of the Problem	7
C. Limitation of the Problem	7
D. Formulation of the Problem	8

E. Objective of the Research	8
F. Use of the Research	8
G. Scope of the Research	9

CHAPTER II LITERATURE REVIEW

A. Frame of Theories	9
1. Concept of Teaching English as Foreign Language	9
2. Concept of Reading	11
3. Concept of Sensory Image Strategy	23
a. Definition of Sensory Image Strategy	23
b. Procedure of Sensory Image Strategy	26
c. Advantages and Disadvantages of Sensory Image Strategy	28
4. Concept of Guided Imagery Strategy	29
a. Definition of Guided Imagery	29
b. Advantages and Disadvantages of Guided Imagery ...	30
c. Procedure Of Guided Imagery	31
B. Frame of Thinking	32
C. Hypothesis	33

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design	34
B. Variable of the Research	35
C. Operational Definition of Variable	36
D. Population, Sample and Sampling Technique of the Research	36
1. Population of the Research	36
2. Sample of the Research	37
3. Sampling Technique	38
E. Data Collecting Technique	38
F. Instrument of the Research	39
G. Research Procedure	40
H. Scoring System	43
I. Validity and Reliability Test	42
1. Validity of the Test	43
2. Reliability of the Test	45
J. Data Analysis	46
1. Fulfillment of the Assumptions	46
a. Normality Test	46
b. Homogeneity Test	47
2. Hypothetical Test	47

CHAPTER IV

RESULT AND DISCUSSION

A. Result of the Research	49
1. Result of Pre-test	50
2. Result of Post-test	51
B. Result of Data Analysis	54
1. Fulfillment of the Assumptions	54
a. The Result of Normality Test	54
b. The Result of Homogeneity Test	55
2. The Result of Hypothetical Test	56
C. Discussion	57

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion	60
B. Suggestion	61

REFERENCES

APPENDICES

LIST OF TABLES

Table 1	Pre and Post test Design.....	35
Table 2	The Population Of Students Eighth Grade.....	37
Table 3	The Test Spesification For Pre test and Post test.....	40
Table 5	Normality test of Experimental and Control class	55
Table 6	Homogeneity test of Experimental and Control class	56
Table 7	Result of Hypothetical test.....	57

LIST OF APPENDIX

Appendix 1	Result of Interview of The Teacher.....	66
Appendix 2	Result of interview with the Student	68
Appendix 3	RPP Experimental Class.....	72
Appendix 3	RPP Control Class	90
Appendix 3	Pre Test instrument.....	108
Appendix 4	Post Test instrument.....	116
Appendix 5	students score pre test and post test Experimental class and Control	123
Appendix 6	Result of the pre test in the Experimental class	125
Appendix 7	Result of the pre test in the Control Class	126
Appendix 8	Result of the Post Test in the experimental class	127
Appendix 9	Result of the Post Test in the control class.....	128
Appendix 10	Result of Normality of the Experimental and Control Class.....	129
Appendix 11	Result of Homogeneity of the Experimental class and Control class	130
Appendix 12	Result of Hypothetical of the Experimental Class and Control class.....	131
Appendix 13	Analisis butir Pre test after Try out	132
Appendix 14	Analisis butir Post test after Try out.....	134

LIST OF TABLES

Table 1	Students' English Score	4
Table 2	The Research Design	34
Table 3	Total Numbers of the Students at the Eighth Grade of MTs Ma'arif Sukoharjo Pringsewu in the Academic year of 2017/2018	36
Table 4	Normality Test of Experimental and Control Class	53
Table 5	Homogeneity Test of Experimental and Control Class	54
Table 6	Result of Independent T-test	55

LIST OF APPENDICES

Appendix 1	The Result of Teacher's Interview
Appendix 2	The Result of Students's Interview
Appendix 3	RPP Experimental class.....
Appendix 4	RPP Control class.....
Appendix 5	Pre Test Instrument.....
Appendix 6	Post Test Instrument.....
Appendix 7	Students Score pre-test and post-test Experimental class.....
Appendix 8	Students Score pre-test and post-test Control class.....

CHAPTER I INTRODUCTION

A. Background of the Problem

Reading is very important in the daily activities. A person reads a text to learn, to know, to be entertained, to reflect or as religious practice. The purpose of reading is closely related to motivation to read. It also affects the way a book that has read. Sometimes someone reads to fill spare time, get an understanding of something, or to gain pleasure. When reading with a clear goal usually get the better knowledge, whereas reading not using a specific purpose usually did not know what results of knowledge from what that read. Everyone who reads certainly has a purpose.

According to Patel and Praveen M. Jain “reading is an active process which consists of recognition and comprehension skill”.¹ Reading teaches children about the world around them. Through reading, they learn about people, places and events outside their own experience. They are exposed to ways of life, ideas and beliefs about the world which may be different from those which surround them.

¹ Patel & Praveen M. Jain, *English Language Teaching*, (Sunrise, Jaipur, 2008). P.113

According to Grabe, “Reading is the process of receiving and interpreting information encoded in language via the medium of print.”² When we read, we coordinate rapid and automatic word recognition, syntactic parsing, meaning information, text comprehension building, inferencing, critical evaluate and linkages to prior knowledge resources. It means, reading is efficient not only in terms of the overall reading rate, but also is tems of the ways that various processing skills work together smoothly.

Reading comprehension is a process that involves the orchestration of the readers’ prior knowledge about the world and about language. It involves such as predicting, questioning, summarizing, determining meaning of vocabulary in context, monitoring one’s own comprehension, and reflecting.³ To comprehend, a reader must have a wide range of capacities and abilities.

Reading comprehension is the heart and goal of reading to comprehend the text, since the purposse of all reading is to gather meaning from the printed page. There are some purpose of reading such as to find the general idea, spesific idea, and to comprehend the text. To reach those purpose the reader must do reading activity by much excercise in reading so their skill could be higher. By using reading comprehension the students understand and remember what has been read.

²William Grabe, *Reading In A second Language*, (New York: Cambridge University Press, 2009), P.14

³Weaver. C, *Reading Process and Practice*, (Portsmouth, 2002), P.10

This research is focused on report text that is one of the material for SMP, especially at the second semester on the eighth grade. According to Gerot and Peter, report text is a text which lists the characteristics of something, description is to describe a particular person, place or thing.⁴ It means report text is a text which tells or describes about something.

Based on the preliminary research, on February 2017, by interviewing Dony Prasetyo, S.Pd as English teacher of eighth grade at MTs Ma'arif Sukoharjo Pringsewu, the researcher found that the students have difficulty in reading text. He said that students have problem in reading such as difficulties in finding main idea. The teacher said that he did not have an interesting technique to teach reading especially in report text. Besides, he found it was difficult to teach them in reading because they are shy to read and afraid if the teacher asked them to read. In other words, students still confuse what gist of the text is. They did not know what they have read".⁵

Based on the researcher preliminary research at MTs Ma'arif Sukoharjo Pringsewu, the students got difficulties in comprehending the reading text. The students had difficulties in reading text, they are low in reading comprehension of report text.

⁴Linda Gerot and Peter. W, *Making Sense of Functional Grammar*, (Sydney: Gerd Stabler, 1994), P.208

⁵Dony Prasetyo S.Pd, The teacher of MTs Ma'arif Sukoharjo an Interview, February 2017

problems above happened because the lacks of knowledge and experience of the students about English. Also, because the teacher could not choose and used an appropriate strategy to teach English.

Furthermore, the researcher asks the teacher about the criteria of the score in reading skill. Based on the criteria brown, the reading score of the students is poor if the students get 45-67. (see appendix 3). Based on the data obtained by reading test from the students of the Eighth grade at MTs Ma'arif Sukoharjo Pringsewu, as from 118 students of VIII grade only 45 (40,68%) students got score above criteria and 73 (61,87%) students got under criteria. So it can be said that students' reading ability in MTs Ma'arif Sukoharjo is low.

The student's problem in reading was different from another. Some students read without thinking about the process of reading or the topic, they only read and do not know what they have read. Another student, skip or ignore meanings of unfamiliar but crucial words, do not integrate text with prior knowledge without reflecting on meaning or text organization. So the student only read based on the instruction to question answered section by the teacher. Sometimes, they answered questions randomly by choosing a, b, c, or d. It shows that students' ability in reading comprehension is still low. It means that the students' reading comprehension is needed to be increased.

Besides, the researcher interviewed some students from eighth grade. Nabila, one of students from first class said that the teacher did not have an interesting technique to teach, the teacher explain the material and then ask the student to do exercise.⁶ Moreover, Rizki from the second class said that the teacher taught the material quickly. Sometimes he did not understand the material and the meaning of the word.⁷ Zevanya from the last class said that the reading activity is boring and uninteresting material.⁸ The writer found that the cause of that problems is the teacher does not use appropriate, interesting and effective technique.

Based on the background of the problem, the researcher is interested in find out the appropriate strategy to teach reading. The students need a solution to improve their ability in reading comprehension. One of the appropriate strategy to teach reading is sensory images strategy. According to Mereillon sensory images strategy is strategy to develop students reading comprehension.⁹ It is the alternative strategy for teaching reading.

Sensory images is part of the background knowledge that readers bring to a text. Helping students utilize all their sense (seeing, hearing, smelling, and touching) as they read texts supports their comprehension. Sensory images also have the potential

⁶Nabila Asha Ananda. Student at MTs Ma'arif Sukoharjo, February 3rd 2017

⁷Rizki Aditya Nur Ismanto. Student at MTs Ma'arif Sukoharjo, February 3rd 2017

⁸Zevanya Alya Varesti. Student at MTs Ma'arif Sukoharjo, February 3rd 2017

⁹Judi Mereillon, *Collaborative Strategies for Teaching Reading Comprehension*, (Chicago: American, library association, 2000), P.39

to increase readers' enjoyment and memory of their literary experiences.¹⁰ The use of students' sensory experiences is very important to help the students in comprehending a text. The sensory images strategy develops students' reading comprehension of report text. By applying sensory images for teaching reading comprehension, the students can explore their sensory experience to strengthen their reading comprehension of report text.

There were some researches about Sensory Images Strategy. One of the reseaches was conducted by Siti Wahidah about teaching procedure text through Sensory Images Strategy at the ninth grade students of SMP 26 Bandar Lampung in the acedemic year of 2015/2016.¹¹ The result of the research showed that Sensory Images Strategy made the students' procedure text reading score improve well and it made students active in learning process. The other previous research was done by Siska Haryati about The Effect of using sensory images strategy on reading comprehension at the second year students of state MTS Ranah Kampar Pekanbaru Riau in the academic year of 2012/2013.¹² The result has showed that the use of Sensory Images Strategy in reading comprehension is effective

¹⁰Rini Rosdiyah, *the influence of using sensory images of students' reading comprehension at eighthgrade students of smp al-washliyah*, 2012, Syech Nurjati state institute for islamic studies cirebon

¹¹Siti Wahidah , *The Influence of using sensory images strategy towards students' Reading Comprehension of procedure text at the first semester of ninth grade of SMP 26 Bandar Lampung in the academic year of 2015/2016*. UIN BandarLampung.

¹²Siska Haryati, *The Effect of using sensory images strategy on reading comprehension at the second year students' of state MTS Ranah Kampar Pekanbaru Riau in the academic year 2012/2013*.Islamic University Sultan Syahrir Kasim Pekanbaru Riau

Therefore, the researcher will conduct the research with title “The Effectiveness of Using Sensory Images Strategy Towards Students’ Reading Comprehension in Report Text the Second Semester of Eighth Grade of MTS Ma’arif Sukoharjo Pringsewu in the Academic Year of 2017/2018.”

B. Identification of the Problem

Based on the background of the problem above the researcher identifies the problem as follows:

1. The students’ reading comprehension is still low.
2. The students get difficulties in finding meaning of the words in the text.
3. The teacher not have interesting technique to teach reading
4. The teacher could not choose and used an appropriate strategy to teach english

C. Limitation of The problem

In this research, the researcher was focused on the effectiveness of using Sensory Images strategy toward students’ reading comprehension in report text at the eighth grades of MTs Ma’arif Sukoharjo Pringsewu in the academic year of 2017/2018.

D. Formulation of the Problem

Based on the limitation of the problem, the researcher formulates the problem as follows: Is there an effectiveness of using sensory images strategy towards students' reading comprehension of report text at the eighth grades of MTs Ma'arif Sukoharjo Pringsewu in the academic year of 2017/2018?

E. Objective of the Research

The objective of the research is to know whether there is an effectiveness of using Sensory Images strategy toward student's reading comprehension in report text of the eighth grade of MTs Ma'arif Sukoharjo Pringsewu in the academic year of 2017/2018.

F. The Uses of the Research

1) Theoritically

To gave information for the english teacher about the effectiveness of using sensory images strategy toward report text in Reading Comprehension

2) Practically

- a. It may inform english teachers on how to teach reading report text by using sensory images.
- b. To gave an information to the reader also to the teachers of the uses of sensory images in order to improve students' reading comprehension ability

- c. To motivated the students in learning english especially in reasding activity.

3) Scope of the Research

The scopes of this research are:

1. Subject of the research

The subject of the research was the students at the eighth grade of MTs Ma'arif Sukoharjo Pringsewu.

2. Object of the research

The objects of the research was the use of Sensory Images and students' reading comprehension.

3. Place of the research

The research was conducted at MTs Ma'arif Sukoharjo Pringsewu.

4. Time of the research

The research was conducted at second semester in the academic year of 2017/2018.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Teaching as a Foreign Language

Language is a set of rules used by human as tool of their communication. It means that language is very important for human life as a tool of communication, because all interaction and activities will be run with language. It is of course in teaching english as a foreign language, human being as social creatures are sure need the interaction to one another.

Brown says, “Learning is acquiring or getting of knowledge of a subject or skill study, experince, or instruction. In the definition of learning, it can be concluded as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand.”¹ Teaching is facilitating learning, enabling the leraner to learn, setting the condition for learning.² It means that in teaching, the teacher helps the students get knowledge and understand about material.

Based on explanation above, teaching English as a foreign language should be based on the students’ need. The teacher should know what they do, in order to make the students interested in English. So, the teacher should really prepare the material,

¹H. Douglas Brown, *Principles in Languge Learning and Teaching*, (San Fransisco: Longman, 2007), P.7

²*Ibid*, P.8

instruction and technique well. It is also expected that the objective of English instruction is to make the students easily to get the ability or skill full to communicate orally or written well.

B. Concept of Reading

Reading plays a key role in almost every course of study. Reading is making meaning from print and from visual information. But reading is not simple. Reading is an active process that requires a great deal of practice and skill. In order to be readers, students must take their ability to pronounce words and to “read” pictures and then make the words and images meansomething. Moreillon says, reading comprehension strategies are tools that proficient readers use to solve the comprehension problems they encounter in texts.³ It means that reading comprehension is an active process that requires a lot of practice and skills to be able to pronounce and make words, and requires reading comprehension strategies to solve problems.

According ton serravallo, “Reading is thinking understanding and getting at the meaning behind a text.”⁴ When reading, students often face problems in understanding a particular text that they have read. The foundation of reading comprehension is word identification and decoding.It means that reading is not only a source of information and a pleasurable activity but we need to read it carefully and understand and after thingking seriously for get the meaning.

³Judi Moreillon, *Collaborative Strategies for Teaching and Reading Comprehension*, (Chicago: American Library Association, 2007), P.10

⁴Jenniver Serravallo, *Teaching Reading in Small Groups* (Heinemann, 2010), P.43

Andrew says, “Reading is the practice of using text to create meaning, the two key words here are creating and meaning.”⁵ It means that reading is process for getting meaning.

Based on the statments above, reading is active process that requires a lot of practice and skills with carefully to get the meaning from written text.

C. Types of Reading

Based on the types of classroom reading perfomance, the reading activity is divided into five types. They are perceptive reading, intreractive reading, selective reading, intensive reading and extensive reading.

a) Perceptive reading

Understanding something or figuring things out is the main activity in perceptive reading. This activity usually involves the identification of words, punctuations, and other or matching pictures. Perceptive reading tasks dealing with the elements of a unit of language, such as letters, words, punctuation, and other graphemic symbols. The focus of perceptive reading lies on the form such as recognizing the words, sentences, and punctuation rather than the meaning.

⁵P.johnson Andrew, *Teaching reading and writing*, (United States of Merica), P.16

b) Selective reading

Selective reading requires the students to recognize word, grammatical, or discourse features or language within a very short sentence or short paragraph. The focus of selective reading is the form of the words and grammatical aspects of language. In this activity involves the process of sorting things out, or selecting the important by careful choice.

c) Interactive reading

By using both knowledge of word structure and existing knowledge to interpret the text they read are what interactive reading activity. Interactive reading requires reading short sentence or several paragraph of text to one page or more where in the students are connected to the text. It focuses on the interaction between the readers and the text. By using interactive reading may discourage the students' focus on learning how to interpret specific words and gain the students interest in reading.

d) Intensive reading

The focus of intensive reading is the language. Thus, the dictionary often used in this activity. Intensive reading involves studying the text carefully in every word and grammatical by contrasting, examining, decoding, and maintaining every expression which have found in the text. This activity involves the reader's concentration in order to comprehend the detail information of the text. It may be sentence, the paragraph and the whole text. The focus of intensive reading is the language and the grammatical feature.

e) Extensive reading

In order to review the ideas related to the text, summary is often used. Intensive reading is often considered as a complex activity. The focus of extensive reading is usually the message which is conveyed by the writer. In palmer's conception of extensive reading, the purpose of learning reading through extensive reading was studying the language not the content, not only seeking information but also could be for pleasure purpose. It contrast if intensive reading, extensive reading is an activity which involves the reader's own pleasure because the focus of this activity is the content of the text not the language.⁶

Based on the explanation above, there are five types of reading such as perceptive reading, selective reading, interactive reading, intensive reading, and extensive reading.

D. Concept of Reading Comprehension

Reading comprehension refers to reading for meaning, understanding, and entertainment. Report that comprehension relies on two kinds of information that which is received from the text and that which is retrieved from readers' memory.⁷ It means

⁶ H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Fransisco :Longman, 2003), p.189

⁷ Radojefic, *First Language Acquisition*, (Cambridge: University Press, 2009), P.56

that when a reader interacts with the text, their prior knowledge combined with and the visual information result in their comprehension the message.

A reading comprehension strategy is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspect of comprehension.⁸ The ability to read and comprehend is critical not only for lifelong learning but also for adequate functioning in society.⁹ It means that reading also useful for daily life of the people especially in their society such as, offices, school, environment, etc. It can be used to share information and add new knowledge.

Chatherine E. Snow defines said that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.¹⁰ They classify that comprehension entails three elements: They are the *reader* (considering with capacities, abilities, knowledge and experiences that a person brings to the act of reading), the *text* (including printed text or electronic text) and the *activity* (considering the purposes, process, and consequences associated with the act of reading).

⁸Daniele S. McNamara, *Reading Comprehension Strategies: Theories, Intervention, and Technologies*. (Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc, 2007), P.6

⁹*ibid*, P.28

¹⁰Chatherine E. Snow, *Reading for Understanding : toward a research and development program in reading comprehension*, (Santa Monica, RAND, 2002), P.11

Based on the explanation above, the reseacher concludes that reading comprehension is strategy or cognitive action of reading to get the meaning, and understand the contents of written text.

E. Concept of Teaching Reading

Teaching is a process of giving new knowledge to students. Brown states that teaching is guiding and facilitating learning, enabling the learner to learn, setting the cinditions for learning.¹¹ It means that teaching is guiding the learners for process of learning. In the process of learning, teacher must give students interesting activity.

Teaching reading is a teacher guides the students to have reading activity to get the ideas from the reading text. For language teaching, reading is useful for language acquisition.¹² It means that teaching reading is eangaging students to be active in reading which to understand the meaning of the text. Teaching reading for english teachers can be mind lesson to help students how to comnprehend english texts easily. Moroever, in teaching reading, the teacher has to pay attention to some principles of teaching reading. The principles can be standard to limit teachers when they teach reading. The principles of teaching reading are as follows :

- 1) Encourage students to read as often and as much as possible
- 2) Students need to be engaged with what they reading

¹¹ H. Douglas Brown, *Principle Language Learning and Teaching* (Britain : Person Longman, 2007), p.8

¹² Jeremy Harmer, *How to Teach English* (Oxford : Person Longman, 2007), p.99

- 3) Encourage students to respond the content of a text (and explore their feelings about it), not just concentrate on its construction
- 4) Prediction is a major factor in reading
- 5) Match the task to the topic
- 6) Good teacher exploit reading text to the full

Based on the explanation above, it can be concluded that, in the process of teaching reading, the teacher must know the steps of teaching reading by encouraging students to read as often and as much as possible until becomes a good teacher to exploit reading text to the full.

Brown states that there are three activities involved in reading activity namely the pre, whilst, and post reading activities :

- 1) Pre-reading activity

This activity is designed to prepare the students for actual reading of the selected materials, in other words, the teacher helps the students anticipate the text they will read. In pre-teaching activity the teachers introduce the topic by brainstorming through media and pictures.

- 2) Whilst-reading activity

This activity is the core activity in teaching learning process. In whilst reading activity, the teacher distributes the text to the students. Ask the students to read the text, after that the teacher will give explanations about text, and ask the students to do assignment based on the text.

- 3) Post-reading activity

It is an activity in teaching reading to comprehend the text. In post teaching activity, the teacher asks the students to retell about the text and make summary about the text.¹³

It can be concluded that teacher reading by plan in the class. Teaching reading is using pre-reading activity, whilst-reading activity, and post reading activity.

Based on the explanation above, it can be inferred that the teacher should know the process of teaching reading by encouraging the students to read as much as possible. The teacher also should make a plan in order to be easy in the process of teaching reading in the class. It can be make the students are interesting, more active and the students usually are easier to comprehend the text in the learning process, especially in reading.

F. Concept of Teaching Reading Comprehension

Harmer says “there are many reasons why getting students to read English text is an important part of the teacher’s job”.¹⁴ In the first place, many of them want to be able to read the text in English either for their careers, for study purposes or simply for pleasure.

¹³ H. Douglas Brown, *Teaching by Principles: An interaction Approach to Language Pedagogy* (Englewood Cliffs : prentice Hall, 1994), p.85

¹⁴ Jeremy Harmer, *How to teach English*, (New York, Longman, 1998), P. 68

Hillerich, classifies reading comprehension into three levels, there are literal comprehension, inferential comprehension, and critical comprehension.¹⁵ Literal comprehension level requires the reader to recall facts that are overtly stated in the text. In the first level, literal comprehension means that the students will find out such as, names, things, and areas. Then, the inferential comprehension level allows the reader to suggest relevant additional information based on the text confronted and personal experience.

Teaching reading comprehension is the teaching activity conducted by the teacher to make his or her students to be able to comprehend the content of the written text. Here, the teacher has to guide his or her students to connect with their background knowledge of the language and the real world to comprehend the meaning of the written text.¹⁶

Based on the explanation above, teaching reading comprehension is a teaching activity undertaken by the teacher to enable students to understand the contents of written text that classified to three levels, there are a literary understanding, an inferential understanding, and a critical understanding.

¹⁵Hillerich, Robert L. *Let's Pretend*, Illinois Reading Council Journal; v13 n1: Educational Resources Information Center, 1985, P.13-20

¹⁶Sartini, *Penelitian Tindakan kelas*, (Jakarta, Bumi Aksara, 2013) P.16

G. Concept of Text

A text is a meaningful linguistic unit in a context. A text is both a spoken text and a written text. A spoken text is any meaning spoken text. It can be a word or a phrase or a sentence or a discourse. A written text is any meaningful written text.¹⁷ It means that text is a number of words to give a message to somebody in written or spoken.

According to Anderson and Anderson, There are two types of the text, literary and factual texts.

1. Literary texts

Literary texts include Aboriginal Dreaming Stories, movie scripts, limericks, fairy tales, plays, novels, song lyrics, mimes, and soap operas are constructed to appeal the emotions and imagination. Literary texts can make the reader laugh or cry. There are three main text types in this category: narrative, poetic and dramatic. Media text such as films, videos, television shows, and CD can also fall in this category.

2. Factual texts

Factual texts include advertisement, announcements, Internet web sites, current affairs shows, debates, recipes, reports and instructions present information or ideas and aim to show, tell or persuade the audience. The main text types in this category

¹⁷ Mark Anderson, Kathy Anderson, *Text Type in English*, (Australia: Mackmillan, 1997), P.1

are recount, response, explanation, discussion, information report, exposition and procedure.¹⁸

In this research, the researcher choose descriptive text as the form of reading that will be investigated because this kind of reading form is concluded as the material should be learnt by the students for the ninth grade. Moreover, the students have already learnt about it, so that the researcher will be easier to find out the effectiveness of using sensory images strategy toward students' reading descriptive text reading ability.

In short, there are many kinds of text in for teaching and learning English, and text is an original word of something written, printed, or spoken to give information about something to one people to another.

H. Concept of Report Text

According to Gerot report is a text which describes the way things are, with reference to a range of natural, man-made, and social phenomenon in our environment. The subjects are about the phenomena of the world whether living things i.e. plants, animals, or non-living things i.e. phones, cars, volcanoes, and oceans. An information report usually contains facts about the subjects, a description and information on its aspects or features like appearance (parts of components), qualities (shape, color, and

¹⁸Mark Anderson, Kathy Anderson, *ibid.*.

behavior habits, how to reproduce, what to eat if it is living things).¹⁹ Furthermore, Mark Anderson and Kathy Anderson said that information report is a piece of text that tells information about a subject. It is usually contains facts about the subject, a description and information on its parts, behavior and qualities.²⁰

The steps of constructing information report the text structure or generic structure of information report and the language feature used in information report is as follow:

1. Generic Structure.

a. General Classification

General opening statement that introduce the subject of the report, it can include a short description and definition.

b. Description

A series of paragraph to describes the subject. Each new paragraph describes one feature of the subject and begins with a topic sentence, followed by detail sentences. c. A conclusion that summarizes the information and signals the end of the report (optional/not always). It just to make the text clearly in the end of the text and make the readers comprehend the text tell about. In generally, the generic structure in a report text just explained general classification and description.

¹⁹ Linda Gerot, Peter Wignell, *Making Sense of Functional Grammar*, (Sydney: Gerd Stabler, 1994), P.196

²⁰ Mark Anderson and Kathy Anderson, *ibid.*, P.9

2. Language feature

- a. Use timeless present tense.
- b. Use action verbs (climb, eat, erupt) linking verbs (is, has, belongs to).
- c. Use language of defining (are called) classifying (belongs to), comparing and contrasting (are similar to, are stronger than, like).
- d. Use descriptive language (color, shape, size, function, habit, behavior).
- e. Use technical terms.²¹

I. Concept of Sensory Images Strategy

According to Moreillon sensory images is strategy to develop students reading comprehension. This strategy is based on five sense (see, hear, smell, touch, and taste).²² In this strategy, the use of students sensory experiences is very important to help the students in comprehending a text.

According to Marzano, sensory images is an important part of our schemas, think about our sensory experiences, we are creating representations of those experiences in our memories in fact.²³ As students become more sophisticated in utilizing their senses, sensory imagery can be combined to show how the senses work together to enhance our understanding and enjoyment of text. By applying sensory images for

²¹Mark Anderson and Kathy Anderson, *ibid.*, P.10

²²*ibid*, P.39

²³*ibid*, P.14

teaching reading comprehension, the students can explore their sensory experience to strengthen their reading comprehension of text.

According to Wishart, sensory images are the cinema unfolding in your mind that makes reading three dimensional.²⁴ It is supported by Michaelaely that “sensory images is a strategy readers use to think more deeply about a text. It is when a reader combines their schhema and the information in the text to create an images in their mind.” This image can represent all the five senses.²⁵ It means that sensory images strategy make reading three dimensional, the students can see, hear, feel, smell, and even touch what the text describes. When readers make sensory images as they read, it helps them understand and enjoy the story more.

Based on the explanation above it can be concluded that sensory images strategy is kind of strategy in reading comprehension with the use of five sense while they taste the points described in the text.

J. Teaching Reading Comprehension in Report Text by Using Sensory Images Strategy

Gambrell Kapinus and Wilsonstates that “the teacher models explicitly, making her thinking visible and not just audible for students to help them visualize as they read a

²⁴Catherine Wishart, *Reading Comprehension Strategy: Making Mental Images*. 2009. Available Online at: www.easiliteracy.com/mentalimages.ppt. Access on December, 10th 2015

²⁵Machaely, Teachers for Teachers. 2012. Sensory imagesi, P.2. Available Online At: www.Qrsd.Org/Wp.../09/Sensory-Images dec3. On November,3rd 2014.Pdf

shared text. When we create images from words we are clearly engaged with the author and the text has come alive”.²⁶

Sensory images are the cinema unfolding in your mind that make reading three-dimensional.²⁷ As children learn to connect sensory experience with language, each sense can pose unique challenges. It is not easy, for example, to describe a smell without referring to taste. In fact, we often describe our sensory experiences in relation to other senses.

It means that the students will comprehend the text easily if they can connect their sensory experience effectually. Judi Moreillon states understanding the importance of background knowledge to comprehension is critical because we connect new information with prior knowledge before we integrate and organize the new information.²⁸ By explicitly modeling and practicing prior knowledge assessment, teacher can help students develop their own procedures for assessing their background knowledge before they begin explorations into new learning territories. They can help children determine what they already know or if they need to build their background knowledge before they begin.

According to Moreillon “inviting students into sensory experiences prompted by literacy engagements helps them deepen their comprehension as well as appreciate

²⁶Gambrell Kapinus and Wilson (1987)

²⁷Zimmerman and Hutchins: 2003s: 35

²⁸Judi Moreillon, *collaborative Strategies for teaching and reading comprehension* (USA: American Library Association, 2007), P.19

and learn the researcher's craft of using language to involve the senses in the reading process".²⁹ Teacher must share their own experience of using their senses before, during, and after reading.

Based on the explanation above, the researcher concludes that sensory images strategy is strategy to teach reading, that can improve students reading comprehension ability by engaging students' prior knowledge so they can comprehend the text well.

K. Procedure of Teaching Reading Comprehension by Using Sensory Images

Firstly, Sight. Our eyes tend to monopolize our senses. Readers can use their visual memory to create mental images. Secondly is hearing, the most important thing about these titles is that they must be read aloud, they must be heard, and in order to be appreciated the text. This make them perfect selections for the think-aloud strategies used in teaching reading comprehension strategies. Thirdly, Touch movement is another way for educators to appeal to the sense of touch. In addition to puppets and finger plays, hand clapping to rhymes and gesturing during reading increase readers' engagement with text. The last senses are taste and smell. Readers can make and taste the delights described within the text before, during, or after the reading.

According to explain above, there are some function of using sensory images:

²⁹Judi Moreillon, *collaborative Strategies for teaching and reading comprehension* (USA: American Library Association,2007), P.41

1) Readers, 2) understand that images evolve and are adapted based on new information in the text, 3) students will learn to visualize the details of a text, 4) sensory images to help them better understand what they read.

The writer is mainly person that must teach in this procedure to the students. Before the writer begun teaching learning process, teacher mention material and explain about sensory images.

1. Before Reading: Connecting to Prior Sensory Knowledge

- a) Play a music softly that appropriates with the material.
- b) Read the title of the text
- c) Ask the students to close their eyes and take a minute to imagine the sights, sounds, tastes, textures, and smells of the music
- d) When they open their eyes, the teacher do the brainstorm about the text that will be read.

2. During Reading: Activating Sensory Images

- a) Teacher raed the paragraph to paragraph
- b) The teacher share the images and connections with the student
- c) Do the way above each paragraph which the teacher read

3. After reading: Reflection

One reader reread the text the class and shares the illustration. Play music while rereading, then the listening shares her images and connections with the students.³⁰

L. Strengths and the Weaknesses of Teaching Reading by Using Sensory Images

1. The strengths of sensory images

- a. Sensory images help students to create mental pictures and sensory images for character, setting and plot as well as information presented in texts
- b. Sensory images also have the potential to increase readers' enjoyment and memory of their literary experiences. Educators can add sensory input to literary engagements to dramatize the powerful influence of our senses on meaningmaking.
- a. Sensory images help make something that students' read concrete in their mind and help to cement it to students' memory
- b. Sensory images help make the students' reading three-dimensional – they can see, hear, feel, smell, and even touch what the text describes
- c. Sensory images strategy make learning engagements that focus students' attention on each sense singly help readers develop their ability to identify and use each sense to improve their comprehension.

³⁰ Moreillon, Judi. *Collaborative Strategies for Teaching Reading Comprehension*. Chicago: American Library Association, 2007, p.42

2. Weaknesses of Sensory Images Strategy

- a. Require a lot of time for implementation.
- b. Students with underresponsivity are usually passive, quiet, and complacent, and may not easily engage.
- c. Students have difficulties to follow the directions.³¹

M. Concept of Guided Imagery

According to Martin L. Rossman “Imagery is a window to your inner world, a way of viewing your ideas, feelings, and interpretations”. Aristotle believed the contrary, that mental images are basic to all knowledge and that they are formed by abstractions from sense impression. Imagery has been used in many profession. Mathematicians and scientists use imagery when solving problems or imagining solutions to scientific investigations.

Guided imagery is a planned experience, read or spoken by someone other than ourselves, who provides stimulus words or suggestions during a state of relaxation. A study by Gambrell and Koskinen found that children involved in guided imagery before reading had a higher level of literal comprehension than those who were involved in the imagery after they had read the story.

³¹David Murray, *International Journal of Strategies for supporting the Sensory Based Learner*, Paris :2009, PP.246-247

N. Strengths and weaknesses of Teaching Reading by Using Guided Imagery

1. Strengths of Guided Imagery

- a. Guided imagery help students to connect incoming language to prior knowledge and experiences.
- b. Guided imagery help students to generate their mental images about what is read as a means of enhancing comprehension.
- c. Guided imagery help students to validates their feelings as source of personal meaning.

2. Weaknesses of Guided Imagery

- a. Requires a lot of time for implementation.
- b. Students who do not know a lot of vocabulary will have difficulty in connecting the image in their minds with the experience they have ever experienced.

O. Procedure of Teaching Reading Comprehension by Using Guided Imagery

Mundell has described 4 stages that can be used to refine the student's use of guided imagery in reading process. Briefly stated :

- Stage 1 : Give readers opportunities to create images of concrete objects.
Talk about how our images differ from those of others. Reinforces the concept that there are no right or wrong images.
- Stage 2 : Have readers visualize and describe familiar object, scenes, or past experiences outside the classroom. Don't hurry them. You might have them visualize their grandparents' kitchen and then have them describe it. Use it in preparation for reading a story and key the images to important scenes in the story.
- Stage 3 : Read stories to your students that have scenes that are easy to visualize. Stop time to time to students describe their images. Ask questions that focus their attention on the detail of their images.
- Stage 4 : Finally, children will be able to fairly easily create their own images as they read. A brief informal discussion follows for those wishing to share the experience with their peers. After that, teacher ask them to share their images in front of the class.

P. Frame of Thinking

By using sensory images teacher can improve students' reading comprehension. Firstly, when teachers begin the procedure of sensory images, students become more enthusiasts to follow the teaching and learning process. Because they do things that they have never been done before in the teaching and learning process in school.

Students become very serious hearing what is instructed by the teacher. Each students try their best to connect their background knowledge with the story the teacher read. In other word, teaching and learning by using sensory imagery will make the students' enthusiastic to learn about reading comprehension. Secondly, the teacher will use some literary devices such as, similes and metaphors, to help students shape their sensory experience of text, to help them make connections between students' senses and language. With that, students will more understand what the text is about. In order to comprehend the text, students will listen carefully the short text that teacher read. The teacher ask to the students to share experiences of their imagination to the story that has been read by the teacher. It will contribute an importance lesson to the students and students will easy to understand and remember the meaning of text. Thirdly, sensory images make them to learn to classify their sensory experiences into the categories of sight, hearing, touch, taste, and smell. As students become more sophisticated in utilizing their senses, sensory imagery can be combined to show how the senses work together to enhance our understanding and enjoyment of text.

Based on the explanation above, the researcher assumes that using sensory images can transfer high motivation and as good treatment for the students to be mastering the meaning of the text exactly.

Q. Hypothesis

Based on the explanation above, the researcher takes the hypothesis as follows;

H_0 = There is no effectiveness of using sensory images strategy toward the students' reading comprehension.

H_a = There is an effectiveness of using sensory images strategy toward the students' reading comprehension.

CHAPTER III REASEARCH METHODOLOGY

A. Research Design

In conducting this research the researcher used experimental design in order to know the effectiveness of using sensory images strategy towards students reading comprehension in report text. According to Ary *et.al*, experimental design is the general plan to carrying out a study with and active independent variable.¹ Therefore, this study described the general design of the study. In this research, the researcher used quasi experimental research design, quasi-experiments included assignment, but not random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment.² Therefore, the researcher used experimental design research, experimental research given the task as evidence of research, this research was not artificially.

The researcher applied two classes of students that consisted of one class as the experimental class and another class as the control class in this research. Ary *et.al* also state that, the variety of quasi experimental designs, which can be divided into

¹Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, (8th Edition), *Introduction to Research in Education* (Canada: Wadsworth Cengage Learning, 2010), P.301.

²John W. Creswell, *Educational Research : Planning, conducting, and Evaluating Quantitative and Qualitative research* (Boston: Pearson Education, 4th es., 2012), P.309

two main categories, there are pretest and post-test, post-test-only.³ The researcher used pre-test and post-test. The researcher applied the pre-test and post-test design approach to a quasi-experimental design. The researcher's design presented in Table

Table 1
Pre and Post-test Design

Select Control Group	Pretest	No Treatment	Post-test
Select Experimental Group	Pretest	Treatment	Post-test

In this research, the students gave pre-test to know their report text reading comprehension before treatment. After pre-test and know students' ability in reading comprehension, the researcher gave treatment for experimental and control class. Experimental class got treatment by using sensory images strategy and control class got treatment by using guided imagery. After treatment, the researcher given post test to both of the class to know students' development after they were treated.

B. Variables of The Research

According to Sugiyono, variable is something that can be object of research to get the information of everything about it.⁴ Arikunto adds that variable is the object of research or a central in the research.⁵ It means that variable was all of the something that can be resource or object that we got information for our research and to know

³ Donald Ary, et.al, *Op. Cit*, p.307.

⁴ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R & D* (Bandung: Alfabeta, 2010), P.38

⁵ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2002), P.96

the influence after giving treatment for getting target research. In this research there were two variables, they were:

1. Independent variable

The independent variable in this research is sensory images strategy that is symbolized by (X).

2. Dependent variable

The dependent variable in this research is the students' report text reading comprehension ability that is symbolized by (Y).

C. Operational Definition of Variable

The operational definition of variable is used to explain the variables which were used in this research to avoid misconception of variables presented in this research.

The operational definitions of variables are as follows;

1. Sensory images strategy is kind of strategy in reading comprehension with the use of five sense while they taste the points described in the text.
2. Report text is a kind of text with a purpose to give information.

D. Population, Sample, and Sampling Technique

1. Population

Schreiber says, "the population in social science research refers to all of your potential participants; Schreiber stated that think of it as the whole group of people in

which you are interested”.⁶ Ary *et.al* state that the large group about which the generalization is made is called a population. A population is defined as all members of any well-defined class of people, events, or objects.⁷ Population of this research were the students at the second semester of the eight grade of MTs Ma’arif Sukoharjo in the academic year of 2017/2018. The population of this research consists of 118 students including of four classes, with the detailed as in the table below:

Table 2
The Population of Students at the Second Semester of the Eighth Grade of MTs Ma’arif Sukoharjo Pringsewu in the Academic Year of 2017/2018

No	Class	Gender		Total
		Male	Female	
1	7A	11	9	20
2	7B	8	12	20
3	7C	9	11	20
Total		28	32	60

Source: MTs Ma’arif Sukoharjo Pringsewu in the Academic Year of 2017/2018

2. Sample of the Research

According to Arikunto, sample is a part of representative of the population that will be investigated. It can be called sample when it to generalize the results of the study sample.⁸ Fraenkel adds that sample is any part of population of individuals on whom

³James B. Schreiber, *The Interrelationship of Question, Sampling, Design and Analysis*, Educational Research, (India: John Willey and Sons Inc, 2011), P. 89

⁷ Donal Ary et.al, *Op. Cit*, P.148

⁸ Suharsimi Arikunto, *Op. Cit*, P.174

information is obtained. It may, for a variety of reasons, be different from the sample originally selected.⁹

The sample of the research is two classes, one class as the experimental class and another one as the control class.

3. Sampling Technique

In this research, the researcher used cluster random sampling technique. Fraenkel and Wallen say that the selection of groups, or cluster, of subjects rather than individuals is known as cluster random sampling.¹⁰ The experimental and control class chosen randomly by using a small piece of paper. The name of each class written in a small piece of paper and then the papers were rolled and shaken. The first paper was an experimental class and the second paper is control class.

E. Data Collecting Technique

In collecting the data, the researcher used some techniques, they were:

1. Pretest

The pretest was given before the treatment. It was done by reading comprehension the descriptive text based on the provided topics. The researcher gave pretest to the students in control class and the experimental class to measure their reading comprehension report text before treatment. In pretest the students were asked to

⁹ Jack R. Fraenkel and Norman E. Wallen. *How to Design and Evaluate Research in Education* (New York: McGraw-Hill, 2009), P.105

¹⁰ Ibid. P.95

answer reading comprehension test in form multiple choice questions about report text based on the provided topics that consist of 25 items.

2. Posttest

The post-test was done after the students in experimental and control class was given the treatment. It was done to know the students' reading comprehension text after they were taught by using sensory images strategy. It was administrated after treatment given to measure the influence of using sensory images towards students' reading comprehension of report text. In the post-test the students was also be asked to answer reading comprehension test in form of multiple choice questions about report text based on the provided topics that consist of 25 total items.

D. Instrument of Research

This research used multiple choice questions (MCQ) as a tool for testing in order to know students' reading comprehension on report text. The test is aim to measure students' reading comprehension on report text. The researcher makes two instruments: pre-test and post-test.

The researcher makes instrument of pre-test from the result of validity of try out. Try out of pre-test and post-test were 50 items of reading test in multiple choice questions. The total questions of each test were 25 items. Some specifications commonly used in measuring reading comprehension are: main idea (topic),

expression / idiom/ phrases in content, inference (implied detail), grammatical feature, detail (scanning for a specifically stated detail), excluding fact not written, supporting idea, vocabulary in content.¹¹ The researcher prepared the instrument in the form of multiple choice questions.

The specification pretest and posttest before validity test can be seen in Table 4:

Table 3
The Test Specifications for Pretest and Posttest

No	Aspects	Items Number		Number Of Items	
		Pretest	Posttest	Pretest	Posttest
1	Main idea (Topic)	1, 4, 9, 10, 15, 22	1, 4, 7, 9, 10, 15	6	6
2	Inference (Implied detail)	5, 17, 21	5, 17, 21	3	3
3	Grammatical features(reference)	6, 8, 12, 18, 20	3, 13, 14, 16, 19, 23, 24	5	7
4	Supporting idea(s)	2, 7, 11, 25	2,11, 22, 25	4	4
5	Vocabulary in context.	3, 13, 14, 16, 19, 23, 24	6, 8, 12, 18, 20	7	5
Total				25	25

E. Research Procedure

There were three steps that applied the research procedure, they were:

1. Planning

- a) Determining the subject of the research

¹¹H. Douglas Brown, *Language Assessment Principles and Classroom Practices*,(San Fransisco :Longman, 2003), p.206

The researcher determines the subject; in this case the researcher chooses the second semester of eight grade of MTs Ma'arif Sukoharjo Pringsewu.

b) Preparing the tryout

The researcher prepared a kind of test (called try-out test) that will be given to the students. The researcher prepares try-out test for pretest and post-test. Then the researcher evaluates the test items that will be tested in pre-test and post-test.

c) Preparing the pre-test

The researcher prepared a kind of test (called pre-test) that will be given to the students. The pre-test will be given based on the questions select in the try out.

d) Determining the material to be taught

The researcher determined the material that will be taught to the students, the material is reading comprehension of descriptive text.

e) Preparing the post-test

The researcher prepares a kind of test (called post-test) that will be given to the students to know the students' improvement in their reading comprehension in descriptive text or not.

2. Application

After making the planning, the researcher is tried to apply the research procedure that already planned. There were some steps in doing this research:

- a) In the first meeting, the researcher gave try out test.

The test is multiple choices that consist of 50 items with 4 options (A,B,C, and D). The test was distributed in the ninth grade.

- b) The second meeting, the researcher gave the pre-test

The test is multiple choices that consist of 25 items with 4 options (A,B,C and D). The total number of the test items determined by validity and reliability analysis of the try out. It means that only the valid and reliable test items use in pre-test.

- c) After giving the pre-test to the students, the writer was conducted the treatment with sensory images strategy in the experimental class and guided imagery in the control class.

- d) In the last meeting the researcher gave the post test

The test is multiple choices consist of 25 items with 4 options (A,B,C and D) the total number of the test items is determined by the validity and reliability analysis of the try out. It means, only the valid and reliable test items used in post-test.

3. Reporting

The last point in this research procedure is reporting. There were some steps in reporting. The steps are follows:

- a. Analyzing the data received from try- out test.
- b. Analyzing the data received from the pre-test and the post-test by using SPSS.

- c. Making a report on the finding.

F. Scoring System

Before getting the score, the researcher determined the procedure used in scoring the students' work. In order to do that, the researcher use Arikunto's formula.¹²

The ideal highest score is 100. The scores of pre-test and post-test calculated by using the following formula:

$$S = \frac{r}{n} \times 100$$

Notes;

S: the score of the test

r: the total of right answer

n: the total items

G. Validity

A good test is the test that was validity. Validity is defined as the extent to which scores on a test enable one to make meaningful and appropriate interpretations.¹³ It means that validity is a measurement which shows the levels of validity or the real of the instrument. A valid instrument was a high validity. To measure whether the test was good validity or not, the researcher used the content validity and construct validity.

¹² Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2013), P.272

¹³ Donald Ary, at.al., *Op. Cit*, p. 224

1. Content Validity

Best and Kahn said that content validity refers to the degree to which the test actually measures or is specifically related to the traits for which it was design, content, validity is based upon the careful examination of course textbooks, syllabus, objectives, and the judgments of subject matter specialists.¹⁴ It means that content validity is based on the material, and the material is agreement with the objective of learning in the syllabus. To get content validity, the test adapts with the textbook and based on the syllabus first semester of eleventh grade.

2. Construct Validity

Best and Kahn said that construct validity is needed to the measuring instrument that have some indicators to measure one aspect or construct.¹⁵ In this research, the researcher administered the test whose the scoring covered eight aspect of reading by Brown, they are: main idea, Expression/idiom/phrase in context, inference, supporting idea, grammar, vocabulary, detail, excluding fact not written. To make sure, the researcher will consult the instrument of the test (pre-test and pos-test) to the English teacher in MTs Ma'arif Sukoharjo Pringsewu as a validator, for determining whether the test has obtained construct validity or not.

¹⁴ John W. Best and James V. Kahn, *Research in Education* (7th ed), (New Delhi, PrenticeHall, 1995), p. 219

¹⁵ *Ibid*, p. 219

3. Item validity

The researcher gave some questions to know valid or not the questions that gave to the students. The item validity used to measure the validity of the test items. In this research the researcher used ANATES to calculate the data obtained from the try out to find the valid item.

H. Reliability

Fraenkel and Wallen said that reliability refers to the consistency of the scores obtained how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.¹⁶ Besides having high validity, a good test must have high reliability too. The researcher used ANATES to reliability of test.

The criteria of reliability test are:

0.91 – 1.00 =Very high reliability

0.71 – 0.90 =High reliability

0.41 – 0.70 = Medium reliability

0.21 – 0.40 =Low reliability

0.0 – \leq 0.20 = Very Low reliabili

¹⁶ Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education Seventh edition*, (New York: Mv Graw-Hill, 2009), p. 154

J. Data Analysis

After collecting the data, the researcher is going to analyze the data by using independent sample t-test. There were two tests that must be done before analyzing the data by using independent sample t-test. They are normality test and homogeneity test.

1. Fulfilment of the Assumptions

a. Normality Test

The Normality was used to know whether the data, in experimental and control class, has the normal distribution or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Program for Social Science*). While the criteria of acceptance or rejection of normality test are as follows:

H_0 is accepted if $\text{sig} > \alpha = 0.05$

H_a is accepted if $\text{sig} < \alpha = 0.05$

The hypotheses for the normality test are formulated as follows:

H_0 : the data are normally distributed

H_a : the data are not normally distributed.

b. Homogeneity Test

Homogeneity test was used to determine whether the data obtained from the sample is homogeneous or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Package for the Social Science*). The test of homogeneity employing Levene statistic test.

The hypotheses for the homogeneity tests are formulated as follows:

H_0 = the variances of the data are homogenous

H_a = the variances of the data are not homogenous.

While the criteria of acceptance or rejection of homogeneity test are as follow:

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

2. Hypothetical Test

If the fulfillment of the assumptions normally test and homogeneity test are fulfilled, the researcher was used independent sample t-test. In this case, the researcher uses statistical computation by using SPSS (*Statistical Package for Social Science*) for hypothetical of test. The purpose of using SPSS in this case is to practicality and efficiency in the study.

The hypotheses were:

Ha : There is an effectiveness of using sensory images strategy towards students' reading comprehension of report text at the second semester of the eighth grade of MTs Ma'arif Sukoharjo Pringsewu, in the academic year of 2017/2018.

Ho : There is no effectiveness of using sensory images strategy towards students' reading comprehension of report text at the second semester of the eighth grade of MTs Ma'arif Sukoharjo Pringsewu, in the academic year of 2017/2018

While the criteria of acceptance or rejection of hypothesis were:

Ha is accepted if Sig. $< \alpha = 0.05$

Ho is accepted if Sig. $> \alpha = 0.05$

CHAPTER IV RESULT AND DISCUSSION

A. Result of the Research

The research was conducted to know whether there was significant influence of using sensory image strategy toward students' reading comprehension on report text at the second semester of the eight grade of MTs Ma'arif Sukoharjo Pringsewu in the academic year of 2017/2018. The total number of the sample was two classes were chosen as control class and experimental class.

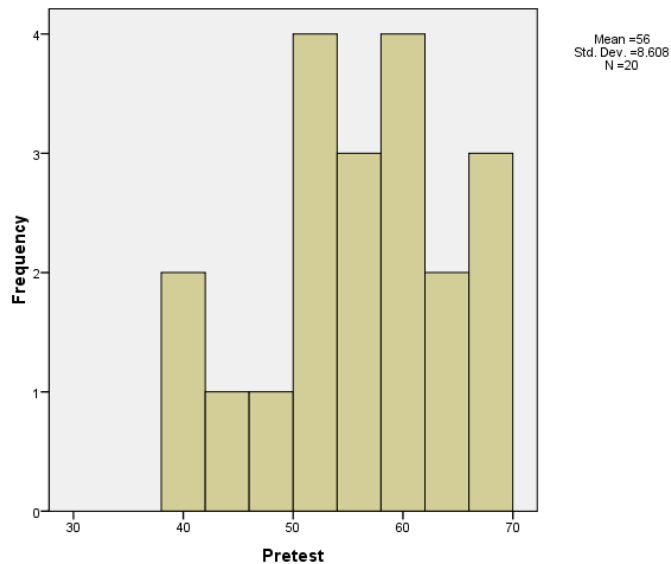
The instrument of this research was test. Pre-test consisted 25 multiple choice items and post-test consisted of 25 multiple choice items with four options. Pretest was conducted previously on March 14th, 2018 for class VIII A as a control class and the pretest in experimental class was conducted on March 14th, 2018. The class that was used as the experimental class was VIII B. The pretest was administrated in order to see the students' score in report text before getting treatment.

After doing the research, the reseacher got the result of the pretest and posttest. The test was conducted in two classes, the first was experimental class and the second was control class. The pretest was held on March 14th, 2018 and posttest on April 2nd, 2018.

1. Result of Pre-test in Experimental Class

The researcher conducted Pretest in order to know students' ability before the treatment. The pre-test was administrated on March 14th, 2018. The scores of students' report text tested in pre test in the experimental class seen Figure 1.

Figure 1
Graph of the Result of the Pretest Experimental



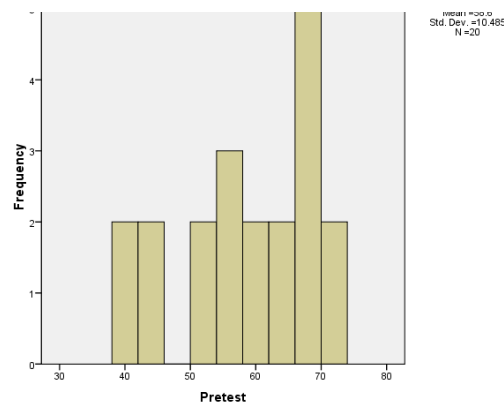
Based on figure 1, can be seen 2 students got score 40 (10%), 1 student got score 44 (5%), 1 student got score 48 (5%), 4 students got score 52 (20%), 3 students got score 56 (15%), 4 students got score 60 (20%), 2 students got score 64 (10%), 3 students got score 68 (15%). The mean of pretest in experimental class was 56, standard deviation was 8.608, N was 20, median was 56.00, variance was 74.105, minimum

was 40 and maximum was 68. It showed students' reading ability before they got treatments. (See appendix 20)

2. Result of Pre-test in Control Class

The researcher conducted Pre-test in order to know students' ability before the treatment. The pre-test administrated on March 14th, 2018. The scores of students' reading tested in pre test in the control class could be seen in Figure 2.

Figure 2
Graph of the Result of the Pre-test in Control Class



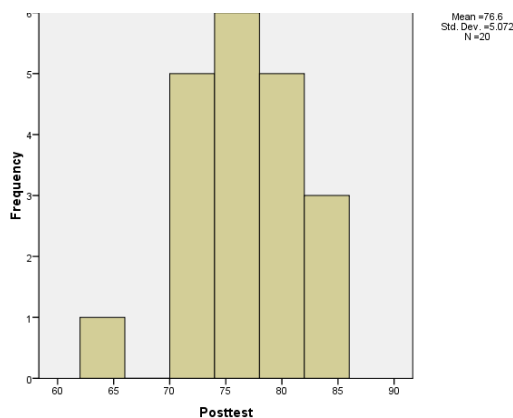
Based on figure 2, can be seen 2 students got score 40 (10%), 2 students got score 44 (10%), 2 students got score 52 (10%), 3 students got score 56 (15%) and 2 students got score 60 (10%), 2 students got score 62 (10%), 5 students got score 68 (25%), 2 students got score 72 (10%). The mean of pretest in control class was 58.6, standard deviation was 10.485, N was 20, median was 60.00, minimum score was 40 and maximum was 72. It showed students' reading ability before they got treatments. (See appendix 21)

At the beginning of the research, the pretest was administered to know students' achievement in reading ability before they were given treatments by the researcher. The result showed that mean score of pretest between experimental class was 56 and the mean score pretest in control class was 58.06.

3. Result of Post-test in Experimental Class

The researcher also gave post-test in experimental class to know students' narrative text after the treatment. It was administrated on April 2th, 2018. The score of pos-test in experimental class are presented in Figure 3.

Figure 3
Graph of the Result of the Post-test Experimental Class



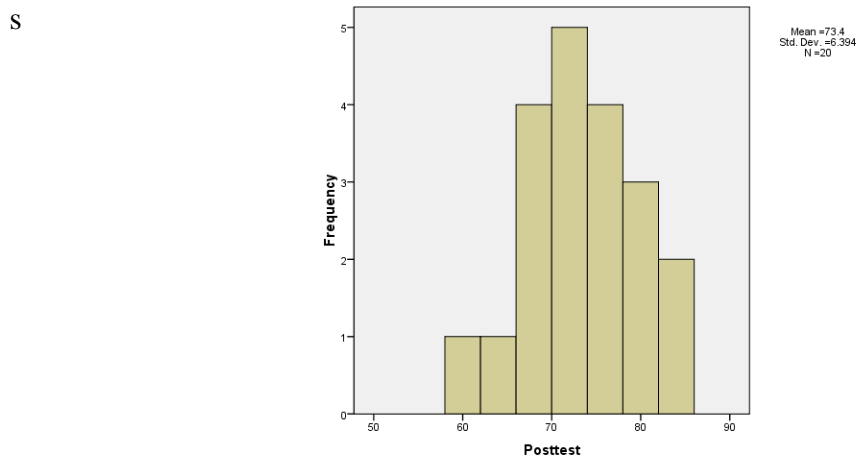
Based on figure 3, can be seen 1 student got score 64 (5%), 5 students got score 72 (25%), 6 students got score 76 (30%), 5 students got score 80 (25%) and 3 students got score 84 (15%). The mean of post-test in experimental class was 76.60, standard deviation was 5.072, N was 20, median was 76.00, variance was 25.726, minimum

was 64 and maximum was 84. It showed students' reading ability after they got treatments. (See Appendix 22)

4. Result of Post-test in Control Class

The researcher also gave post-test in control class to know students' narrative text after the treatment. It was administrated on March 2th, 2018. The score of pos-test in control class are presented in Figure 4.

Figure 4
Graph of the Result of the Post-test Control Class



Based on figure 2, can be seen 1 student got score 60 (5%), 1 student got score 64 (5%), 4 students got score 68 (20%), 5 students got score 72 (25%), 4 students got score 76 (20%), 3 students got score 80 (15%) and 2 students got score 84 (10%). The mean of post-test in control class was 73.40, standard deviation was 6.394, N was 20, median was 72.00, variance was 40.884, minimum was 60 and maximum was 84. It showed students' reading ability before they got treatments. (See appendix 23)

At the end of the research, post-test was given to measure the improvement of the students' reading ability in both classes after treatments done. The mean score of post-test in experimental class was 76.60 and mean of post test in the control class was 73.40. Its mean teaching reading by sensory image strategy more effective and by using Guided Imagery strategy can increase their reading score.

B. Data Analysis

After collecting the data, the researcher analyzed the data by using independent sample t-test. There were two assumptions that was done, before the researcher analyzed the data by using t-test.

1. Fulfillment of the assumptions

Before knowing the result of data analysis by using independent sample t-test, firstly there were two assumptions that must be done and known. They were the normality test and the homogeneity test.

a. The Result of Normality Test

The normality test was used to measure whether the data in the experimental class and control class are normally distributed or not.

The hypothesis formulas are:

H_o = the data have normal distribution.

H_a = the data do not have normal distribution.

The criteria of acceptance or rejection of the hypotheses for normality test were:

H_o is accepted if $Sig. (P_{value}) > \alpha = 0.05$

H_a is accepted if $\text{Sig. } (P_{\text{value}}) < \alpha = 0.05$

Table 5
The Result Normality Test of the Experimental and Control Class

Tests of Normality							
Technique		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Gain	Experimental Class	.149	20	.074	.949	20	.350
	Control Class	.164	20	.162	.934	20	.188

a. Lilliefors Significance Correction

Based on Table 5, it can be seen that P_{value} (Sig.) for experimental class was 0.350 and P_{value} (Sig) for control class was 0.188. Because $\text{Sig. } (P_{\text{value}})$ of experimental class $> \alpha$ 0.05. So, H_o is accepted and $\text{Sig. } (P_{\text{value}})$ for the control class $> \alpha$ 0.05. So, H_a is rejected. The conclusion is that the data in the experimental class and control class had normal distribution. (See Appendix 24)

b. The Result of Homogeneity Test

After knowing the normality the data, the researcher calculated the homogeneity test to know whether the data were homogenous or not.

Table 6
The Result Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	.184	1	38	.670

on table 6, it can be seen the result of the homogeneity test is 0.670. It was told that H_0 is accepted because $\text{Sig. (P}_{\text{value}}) > \alpha = 0.05$. Thus, it can be concluded that variance of data was homogenous. (See Appendix 25)

c. The Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity test were satisfied. Therefore, the researcher used the hypothetical test using SPSS (*Statistical Program for Social Science*), independent sample t-test.

The hypothesis were:

Ha : There is an effectiveness of using sensory images strategy towards students' reading comprehension of report text at the second semester of the eighth grade of MTs Ma'arif Sukoharjo Pringsewu, in the academic year of 2017/2018.

Ho : There is no effectiveness of using sensory images strategy towards students' reading comprehension of report text at the second semester of the eighth grade of MTs Ma'arif Sukoharjo Pringsewu, in the academic year 2017/2018.

While the criteria of acceptance or rejection of hypothesis are:

H_a is accepted if $\text{Sig. } (P_{\text{value}}) < \alpha = 0.05$

H_o is accepted if $\text{Sig. } (P_{\text{value}}) > \alpha = 0.05$

Table 7
The Result of Hypothetical test

T	Df	Sig. (2-tailed)
1.995	38	.000

Based on the results obtained in the independent sample t-test in Table 7, that the value of significant generated $\text{Sig. } (P_{\text{value}}) = 0.000 < \alpha = 0.05$. So, H_a is accepted and H_o is rejected. Based on the computation, it can be concluded that there was an effectiveness of using sensory images strategy towards students' reading comprehension of report text at the second semester of the eighth grade of MTs Ma'arif Sukoharjo Pringsewu, in the academic year of 2017/2018. (See appendix 26)

C. Discussion

At the beginning of the research, the pre-test was administered to know students' achievement in reading report text before they were given treatments by the researcher. The result showed that the mean score of pre test between experimental class and control class were slightly different. The mean score of pre-test in experimental class was 56.00 and the mean score of pre-test in control class was 58.60.

Afterward, the students were taught by using Sensory Image Strategy in the experimental class and Guided Imagery strategy in control class. The material was report text for three treatments with different topic. Before studying, the researcher greeted to the students asked the students' condition. After that, the researcher asked to the students to pray together. After taking pray together, the researcher checked the students attendant list. For the first meeting, the researcher introduced herself to the students. In the beginning of the treatment the researcher asked the students about report text and explained it to the students.

At the end of the research, post-test was given to measure the improvement of students' narrativet text reading comprehension in both classes after the treatments done. The mean score of post-test in experimental class was 76.60. and the mean of post-test in control class was 73.40.

From the result, we can see that the result of students' post-test is higher in pre-test. Besides that, sensory image strategy can improve each aspect of students reading comprehension including main idea (topic), expression/idiom/phrases in content, inference (implied detail), grammatical feature, detail (scanning for a specifically stated detail), excluding fact not written, supporting idea, and vocabulary in content. The result of pre-test and post-test also showed that the students who taught by using sensory images strategy got better result than the students who taught by using guided imagery strategy.

Based on the analysis of the data and the testing of hypothesis, the result of T-test null hypothesis (H_0) is refused and alternative hypothesis (H_a) is accepted. It means that the treatments had an effectiveness of using sensory images strategy towards students' reading comprehension of report text, so alternative hypothesis is accepted. It had been supported by the previous research conducted sensory images strategy is effective to be implemented in teaching learning reading comprehension. It has been applied by Rini Rosdiah at SMP Al-Washliyah Cirebon, on her research entitled the influence of using sensory images of students' reading comprehension at eighth grade students of SMP Al-Washliyah. The class condition when Sensory Images strategy implemented was enjoyable and interesting. Sensory Images strategy gives good effect to the students' reading comprehension. The students were more confident when shared their idea with their friends and comprehend the text easily. This strategy can build the students' prior knowledge before they read a text. It helps the students to comprehend the material presented orally and improve student's reading comprehension, then the students have critical thinking and creative in learning and understanding the text because they have been given opinion and response about what they read, they can integrate their ideas.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

At the end of the research, the post-test was given to measure the effectiveness of using sensory images strategy towards students' reading comprehension on report text in both classes after treatments done. The mean score of post-test in experimental class was 76.60 and the mean score of post-test in control class was 73.40. It showed that the students' post-test score in experimental class was higher than students' post-test score in control class.

The result can be seen from Sig. (2-tailed) of the equal variance assumed in the independent sample test table where the Sig. (2-tailed) is 0.000. It is lower than $\alpha = 0.05$ and it means that H_0 is rejected and H_a is accepted.

Based on the result of data analysis, the researcher concluded that there was an effectiveness of using sensory images strategy towards students' reading comprehension on report text at the second semester of the eighth grade of MTs Ma'arif Sukoharjo Pringsewu in the academic year of 2017/2018.

B. Suggestion

Based on the result of the research and the advantages of using sensory images strategy towards students' reading comprehension on report text at the second semester of the eighth grade of MTs Ma'arif Sukoharjo Pringsewu in the academic year of 2017/2018., the researcher would like to give some suggestion, as follow :

1. Suggestion for the teacher

- a. Considering the technique, the suggest the English teacher will apply sensory image as one of the ways in teaching reading comprehension because it can help the students in developing their ideas.
- b. Considering the students' problem in reading comprehension during the treatments, suggest the English teacher should not be afraid to use new strategy in teachning learning process as a reason studnets will be difficult to be controlled, whereas the stduents can be more relaxed, motivated and active, if the teacher uses a new strategy in teaching process especially by using sensory image strategy.

2. Suggestion for the students

- a. The students should learn harder and more seriously in learning English in order to develop their reading comprehension and to improve the motivation in learning English.

- b. The students should be more active and practice more time to reading the books English to improve their reading comprehension..

3. Suggestion to the further research

After conducting the result and getting the result, the researcher would like to suggest order researchers to develop this research with the new innovation such as the use sensory image strategy with different material or order to increase students reading ability. Moreover, hopefully the result of this research can be a reference.

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